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| **St Joseph’s Catholic Primary School, Malmesbury**  ***“Walking in the footsteps of Jesus, loving and serving together”***  **St Aldhelm Term 2 - Cycle A** | |
| Topic | London Life |
| WOW Experience | Forest Schools fire safety and trip to the local fire station. |
| History/Geography | N.C: events beyond living memory that are significant nationally or globally.  The Great Fire of London  What happened on the night of 2nd September 1666?  [Click for link to History Topic](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr2-KO-History-London-Life.docx) |
| Art/ D & T | ART: Great Fire of London (Y2)  to use a range of materials creatively to design and make products  •to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  •to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  •about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work  [Click for link to Art Topic](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Yr2-KO-Art-London-Life.docx) |
| Science | **Scientists and Inventors (Y2)**  NC: To find out how plants need water, light and a suitable temperature to grow and stay healthy.  To identify and describe the basic structure of common flowering plants by observing and sketching a range of common plants.  To use their observations and ideas to suggest answers to questions.  To describe the importance for humans of exercise, of eating the right amounts of different types of food, and hygiene.  To use their observations and ideas to answer simple question.  To find out about people who have developed new materials.  To identify and compare the suitability of a variety of everyday materials for particular uses.  To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.  To observe closely, using simple equipment.  To use their ideas to answer questions.  Children will learn about famous scientists and inventors linked to the Year 2 science curriculum. |
| Religious Education | **Prayers Saints & Feasts**  Pupils will be able to state what a Liturgical Year is. AT1  Pupils will be able to give a simple definition of the major seasons of the Church’s Year AT1  Pupils will know that each season has its own colours and symbols  Pupils will be able to recognise the words Holy Day, Nativity, Epiphany and Ascension  Pupils will be able to state what a Holy Day is in the Catholic Church and name at least 2 Holy Days.  Pupils will be able to express an opinion on whether they think Holy Days are important. AT2 |
| Music | **Rhythm in the way we walk**  Banana Rap  All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.  •use their voices expressively and creatively by singing songs and speaking chants and rhymes  • play tuned and untuned instruments musically  • listen with concentration and understanding to a range of high-quality live and recorded music  • experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| ICT | **EYFS UTW - Technology**  1.4 Lego Builders  This unit encourages children to begin to think logically about scenarios.  Children will be introduced to the term ‘algorithm’. This concept is at the core of coding. The  next unit (Maze Explorers), builds upon this, linking logical thought processes to the way that  computers are programmed.  1.9 Technology Outside school  This unit encourages the children to consider how technology is used outside of the school  environment. To help do this, the children go on a walk around their local community.  [Click for link to ICT Topic](https://www.st-josephs-malmesbury.wilts.sch.uk/wp-content/uploads/2021/10/Year-1-ICT-KO.pdf) |
| P.E. | **Gymnastics (Y1)**  **Unit 1 & 2**  **National Curriculum Focus:**  Mastering basic movements and developing agility, balance and coordination to extend performance in movement patterns and sequences. |
| PSHE/RSE | **Let the children come**  We are created individually by God;  God wants us to talk to Him often through the day and treat Him as our best friend;  God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness;  We are created as a unity of body, mind and spirit: who we are matters and what we do matters;  We can give thanks to God in different ways.  **NC;**  That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  **I am unique**  To learn that we are unique, with individual gifts, talents and skills.  **NC;**  The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.  **Girls and Boys**  Our bodies are good;  The names of the parts of our bodies (please refer to the Module Overview for important guidance on discussing genitalia);  Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family.  **NC;**  The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.  What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).  That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  **Clean & Healthy (x2)**  Our bodies are good and we need to look after them;  What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating;  The importance of sleep, rest and recreation for our health;  How to maintain personal hygiene.  **NC;**  That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.  The characteristics and mental and physical benefits of an active lifestyle.  What constitutes a healthy diet (including understanding calories and other nutritional content).  The principles of planning and preparing a range of healthy meals.  The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).  The importance of sufficient good quality sleep for good health  About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist  About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. |